DOCUMENT RESUME

ED 248 576 EA 017 035

AUTHOR Jenkins, Kenneth D.
TITLE Towards Professionalization.
PUB DATE Nov 83
NOTE 35p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).
PUB TYPE Information Analyses (070) -- Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Accountability; Career Ladders; Elementary Secondary Education; Ethics; Professional Associations; *Professional Development; *Professional Personnel; *Professional Recognition; Rewards; Salary Wage Differentials; *Standards; Teacher Attitudes; Teacher Effectiveness; Teacher Salaries; *Teaching (Occupation)

ABSTRACT

A review of the literature reveals that a profession: (1) possesses a unique set of abilities, (2) is based on a systematic body of knowledge, (3) is client-centered, (4) bonds its members together in associations, (5) is accorded a monopoly of licensure to protect standards, (6) possesses a regulatory code of ethical conduct, (7) assumes responsibility for professional acts, and (8) is accorded a fee for services. To achieve full professional stature, education must: have an adequate free structure; organize, systematize, and transmit a body of knowledge; develop an umbrella of professional membership to include all practitioners; develop ways to reward excellence; have greater participation in the licensure structure; have a greater role in teacher preparation; adhere to a single regulatory code of ethics; and finally, accept the issue of accountability. Two pages of references are included. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: EA SP

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

TOWARDS PROFESSIONALIZATION

KENNETH D. JENKINS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. D. Jenkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED248576

> To deny the child the skills and qualities of the fully professional teacher exacerbates the assault on freedom which the custodial school involves, leaves untreated the injuries to attitude and ego which much of mass education renders inevitable, and leaves to chance the kinds of interventions by teachers that open minds and enhance self-images. Therefore, the teaching profession must continue its negotiations with society in behalf of more perfect education for its children. Teaching is definitely a matter of life and death. It should be entrusted only to the most thoroughly prepared professionals.
>
> -Howsam, et. al.

The condition of education lies in a state of semi-shock. Attacks come from without and within. Its status and morale are probably at an all time low. As a group it has moved from a state of accord and respect (however low paying) to one of annui and disdain (still low paying). While other professions have had their low points, they have largely maintained a homeostatic balance. Not so our profession. The depth of concern is reflected in study after study. It is the intent of this paper to provide a fresh assessment of the professional standards of education, in hopes of developing an emerging model for the professionalization of teaching. To that end this paper will be developed around these topics:

1. What makes a profession? - a review
2. How is education different? - an analysis
3. How professional is education? - an assessment
4. What issues shape the model? - an inquiry
5. What are some directions? - a projection

Teaching is a unique professional endeavor, yet it must compete for recognition and status with existing models whose

EA 017 035

SRCEA/November 1983

analogs to teaching are highly inexact. The medical model does not fit well, because teachers do not "fix" broken humans. The business-industrial model is imprecise since we lack raw materials or products to manufacture. The legal model is difficult in that education possesses no real codification of rules, procedures, or traditions. Instead, thinking must be directed towards a holistic view of present and emerging professional models.

What makes a profession? - a review

The literature concerning professions and professionalism contains a remarkable consistency. The characteristics are a reflection of a society that recognizes unique needs and abilities of some of its members. McGlothan tells us that professions arose when a group of men were seen as having unusual abilities that were directed at helping others. The healing power of the medicine man, the supernatural power of priests, and the worldly wisdom of mentors are several early examples. Carr-Saunders adds that when these practitioners realized they possessed a certain craft, they needed to distinguish themselves from others. To do this, they formed societies with a confirmed membership so as to exclude the unqualified. This association exists to perform other professional functions. It protects and expands the body of knowledge that differentiates it from other fields of endeavor; it controls who gains admission to the society, thereby guaranteeing the competence of its members. Greenwood adds that the professional association regulates its members with a code of ethical conduct. Kerr asserts the

collegial nature by which these standards are maintained. Lieberman goes a step further in saying that these associations are granted a broad range of autonomy, and that its members accept personal responsibility for judgments made and acts performed within the scope of that autonomy. Carr-Saunders summarizes well. He postulates, "A little reflection shows that what we call a profession emerges when a number of persons are found to be practicing a definite technique founded upon specialized training. A profession may perhaps be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to apply skilled service or advice for a definite fee or salary." It would serve our purposes to examine each criterion in more detail. A profession:

1. possesses a unique set of abilities. It should not be possible for ordinary persons to perform these services, at least at a level of proficiency considered minimal by a professional.

2. bases these abilities on a systematic theory or arcane body of knowledge that it seeks to advance. It is this body of knowledge that forms the intellectual underpinnings of the skills involved. The knowledge is organized, rigorous, and by implication must be learned for professional entry.

3. is client centered and exists to satisfy a significant social need. In many regards, the issue of status comes into play. A central issue, however, is that the profession be guided by a concern for others.

4. bonds its members together in associations that serve to confirm the qualified and exclude the unqualified. The professional society exists to assure society that its members are indeed able to deliver the service in a competent and confident manner.

5. is accorded a monopoly of licensure to protect standards and guarantee competence. It is a function of the professional society to regulate who enters and who stays. Otherwise, assuring anything to the general society would be most difficult.

6. possesses a regulatory code of ethical conduct. In fact, a profession must accept ethics that are both unique and more demanding than the ordinary. Implicit is the regulative provision; if the code is violated, the profession will deal with the violators.

7. assumes responsibility for professional acts and judgments as a corollary to the autonomy. The accountability trace is clear; if one is accorded the right to perform professional services, one must assume the responsibility for the consequences of that service.

8. is accorded a fee or salary for services in relation to need and status. The fee or salary construct is relatively constant. The variable is the need/status dimension. Some professionals generally receive greater financial return for their services than do other groups of professionals. That differential can be construed as a function of need and/or status.

How is education different? - an analysis

The professional model implicit in the eight criteria is typical for well-defined professional groups such as physicians, attorneys, or the clergy. Not all professional groups fit neatly into the formula, including education. What follows are some ways in which education is essentially different.

Unlike more typical professions, education is fiscally dependent and under lay control. The fee structure for services is not a function of the profession, the individual, or even the market place. Instead, salary is determined by tiers of board members and legislators composed mostly of non-professionals. In North Carolina, the General Assembly appropriates, the State Board of Education allocates, the local board of education adopts, and the board of county commissioners affirms. The profession can participate in the planning, but the final decision of compensation rests with others.

A second consideration is that a major portion of

educational practitioners are required to have an undergraduate degree, while many typical professions require either graduate degrees or extended undergraduate degrees. It is an important comparative difference as regards the investment in human capital. For example, it would appear to be more valid to compare college professors as a group to the standard professions in that preparation requirements tend to be more comparable. Further, most professions require a certain period of experience followed by a licensing examination of substantial rigor.

There is a considerable element of non-selectivity in education. Practitioners by and large have no choice of clients, due largely to the public nature of the profession. In fact, other public agencies often promulgate policies that extend the lack of selectivity. If an attorney wishes not to represent someone, he/she simply declines. If an architect wishes not to design a project or work with a certain client;, he/she opts out. The education practitioner exercises no such option. The instances and frequency of a teacher refusing to teach a particular child are rare. The nonselectivity works both ways. The child has little choice as to school, teacher, or philosophy. The condition is not to be construed as a case for tuition tax credits; it does illustrate a major professional difference.

Somewhat related is perception of noncompetiveness within education. There are few professional inducements for qualitative differentiation, since reward structures do not particularly respond to these differentiations. A member of a standard professional model strives for a reputation of excellence since that reputation will likely manifest itself in a

wider clientele, higher fees, status, etc. By our standards we tend toward a greater practice of egalitarianism. In education generally, the search for excellence is largely intrinsically motivated since extrinsic rewards do not abound. Again, college professors and upper-level school administrators as a sub-population might be exceptions. The outstanding classroom teacher, or school principal, gets little reward for that reputation. He/She receives the same fee as a like practitioner of lesser quality. In order for excellence to be rewarded, the practitioner must leave the practice. The teacher leaves the classroom, the principal leaves the school, thus putting greater distance between outstanding practitioners and the client. Such practices make the pyramiding of rewards even more deliterious than ordinarily. Practitioners get paid more to contact with clients less.

Education has surrounded itself with tenure, thus further differentiating itself from other professional models. Moreover, it finds the tenure concept at the fulcrum of public misunderstanding regarding the professional role and model. If the public accepts the idea that a profession regulates itself in exchange for the autonomy to practice, then it tends not to see tenure as a productive rather than as a protectionist entity. This point is not made as an attack on tenure per se. Most people within the profession understand its roots and its purposes. There are other analogs to which the public can respond; civil service and the federal judiciary are typical. To the public who may equate tenure with the labor union tactic of

"feather bedding," they may reduce their view of teaching to a technical level as they see a preoccupation with issues more union-like than professional.

The fact that teachers are required by statute to engage in in-service education as a condition for continued employment is yet another key difference. Continuing education is not new. The legal requirement sets teachers apart. As one consequence, the in-service effort has emerged as fragmented and lacking in rigor and/or consistency. One can certainly see this in the cacophany of courses, workshops, seminars, activities under the direction (and control) of myriad agencies, from State Departments to individual schools. This lack of synergy gives an appearance that the process of renewal is little more than an exercise to endure.

How professional is education? - an assessment

It is quite obvious that any assessment of how professional a profession is implies a question. And, where a question exists, some variance in assessment is also likely. Garvey asserts categorically that teaching is a profession, while Ornstein holds that teaching is not a profession in the fullest sense. Etzioni views education as a semi-profession, much like nursing. Horvat likens teachers to labor employees, acknowledging a professional relationship in face-to-face contact with students. Edinger implies that teachers fall short of full professional accord. Arbuckle holds that when teachers adopted the tactics of unionism, they abrogated their claim to professional status. Does education fit? It might be helpful to view the concept of fit as a continuum, as Kerr suggests, rather

than as a box. With this model, one can assess not whether a fit exists (the box), but how well the fit appears, more or less.

It can certainly be argued that the teaching profession possesses unique qualities. The whole notion of certification lends credence to the view that one cannot come "off the streets" and do what a professional teacher does. Society long ago embraced the notion that, except for vocational education, teachers need degrees to be able to teach. However, parents are likely to feel that they know what is appropriate instruction (for their child), and textbook publishers presume to know curriculum better than teachers. Society (and legislators) tend to feel that skills and abilities are less needed than knowledge. The recent policy decisions in New Jersey and Virginia to certify on the basis of a liberal arts degree is such an instance. If there is a well defined pedagogy necessary for the transmission of knowledge, it would appear to be more hidden than obvious. In too many instances our pedagogical expertise is viewed as fickle, embracing whatever new "guru" happens onto the scene. Perhaps the current emphasis and research in effective teaching will help make this criterion less questionable and more assured. It is wise to heed Goodlad's concerns that synthesizing the body of knowledge is not a high priority in higher education, while advancing the body of knowledge is. Unfortunately, as he states, the advancement is rewarded; teaching it to undergraduates is not.

There is a body of knowledge out there, the possession of which is necessary to practice. Howsam prefers the term

"professional culture." Some of that knowledge is content related and falls into the domains of other professional groups (scientists, mathematicians, historians, etc.). However, knowledge relates to process as well, drawing principally from the disciplines of philosophy, sociology, and psychology. In relating what is taught to HOW it is taught, the how is questioned. Welsh and others assert that, "Our lack of knowledge about how learning happens has a dramatic effect in schools." She goes on to say that teachers need to be "freed from making arbitrary decisions. Professionalization...would call for increased research in the nature of learning, and into teaching based on specialized learning theories." She continues by calling for increased research into learning environments as well. Cremen calls for a four strand approach to synthesizing the knowledge base. He argues for a strand concerned with general culture, another for special scholarship (content specialization), a third strand related to professional knowledge, to include policy studies, developmental studies, and pedagogical studies. The fourth strand, concerned with technical skill, is seen as an application strand, in a clinical setting. The point is that if there is a systematic professional culture, a practitioner should know what works and why. Would it be safe to assume that teachers universally refer to that systematic body of knowledge when ministering to their clients? The assumption runs into difficulty if "system" is missing and if teachers are not known to possess the knowledge. It would be risky to ask teachers to demonstrate their knowledge (much less use) of theories of learning, transfer, memory, motivation, personality, acculturation, etc.,

all constructs viewed as essential to effective teaching and learning. Within our concern for teaching effect, we cannot lose sight, as Eisner would remind us, of the artistry of teaching. Possessing the knowledge is incomplete without the flair and emotion that accompanies teaching effect.

That we are client centered and meeting a needed social service is our strongest point. For all the attacks, education is this nation's largest industry and in the language of human capital, our society invests more in the arena of human potential than any other country. The client centered nature of the profession is further manifested in the realization that education is the institution most seen as the vehicle to address social problems. We have been asked to segregate the social order, reduce the carnage on the highways, curb the abuses of drugs and alcohol, eradicate veneral disease epidemic, verify immunizations, and countless add-on tasks. The curious paradox is that a need so highly regarded is treated in so cavalier a manner by the society it serves. The paradox must be addressed.

One possible explanation revolves around the idea that as education has proliferated (and thus become more common), society has responded as it has with other institutions whose services have become widely taken for granted; it has allowed its respect and status to decline proportionate to the growth of the institution., For example, Ginzberg reminds us of how much we have elevated educational attainment. Consider the age cohort of 25-29 years of age. In 1940, five percent of that cohort held a college degree; in 1976, twenty-five percent held a college

degree; a fivefold increase in about two generations. Nelson Rockefeller was proud to mention that his two grandfathers, John D. Rockefeller and Winthrop Aldridge were high school dropouts. Today, the Exxon Corporation finds that twenty-eight percent of its payroll is occupied by college trained managers and professionals. When a high school education was a prize, teachers were held in higher regard than now, when a high school diploma was a minimal expectation. Another part of the paradox has to do with teacher attitude. If the public values the institution (education) but denigrates the profession (teachers), might some of that paradox relate to the public's perception of attitude? There is a recognized professional attitude that should be pervasive. A teacher who views his/her role as a mission or calling rather than a job is seen as more professional. Arbuckle speaks to the need for professional attitude and commitment as does Ferguson and Kerr. Arbuckle quotes Nayson who say that commitment is a necessary component for an occupation to become a profession. If a missionary ideal is too inappropriate, the paradox is likely to grow, thus making inroads into institutional regard, much as it already has into professional regard.

The criterion regarding professional association is a multi-faceted one. There is no doubt that association exists; it abounds. Part of the question has to do with the fragmentation of associations. Each group within the structure of the profession has its own. Administrators belong to a group; teachers belong to a group; professors belong to a group. There appears to be no umbrella association binding the sub-groups, a

key difference from other professionals. A physician may belong to an association for his/her specialty, but membership in the AMA is expected. At one time, the NEA may have served this umbrella function. However, that has not been a practice for a number of years as specialty groups (AASA, ASCD, NASSP, etc.) have "disaffiliated" and gone their independent ways. As a consequence, the image of the unified professional association is lacking.

This brings to mind another consideration. In some of the literature, references to a teaching profession focus on classroom teachers, excluding other groups such as administrators from consideration. The question of a membership model might need to be addressed. Does the profession include all who practice, albeit with different skills and functions? If so, the term "teacher" or "educator" serves as a generic to encompass teacher, principal, supervisor, superintendent, counselor, etc. This model likens to another such as law in which all who are members
of the American Bar Association are "in" whether or not they are actively practicing law. The key to membership is licensure or, in our view, certification.

The point as to whether the professional association does the confirming (and denying) is certainly in question. First, it is not clear that being a member of any professional association confirms competence, or adherence to standards, or anything else. Being a member of AASA, for example, does not connote the same meaning as an architect who is a fellow in AIA. Our association

neither sets standards, confirms adherence to standards for membership, or denies membership on the basis of professional standards. This is not the licensure issue, although a relationship exists. Could an osteopath become a member of AMA? Is membership in NEA a precondition to acceptance as a bonafide professional?

The next criterion relates to the profession's (and its association) controlling licensure. In only the broadest sense does education meet this criterion. However, the premise breaks down when viewed in the light that a lay board must approve. It is one of the major features that differentiates us. It is also the feature that may be most lacking in our professional structure. As a profession, we have little control over the elements that culminate in licensure. The profession does not set minimum curriculum for training; it does not confirm passage in or exit from the profession; it cannot control the supply and demand for services through enrollment limitations. In any serious analysis of teaching as a profession, this point is raised continually. Ornstein asserts that teaching does not have the power to enforce standards at a state level much less at a national level. Horvat speaks to the powerlessness of teacher organizations. Edinger quotes Corwin who reminds us that non-professionals control state boards which set standards for teaching certificates. Welsh calls for an American Teaching Association to monitor the licensing of teaching institutions. Howsam and others clearly call for certification to be a shared professional process among state agencies, higher education, and professional association. In any event, it becomes a "Catch 22"

to expect a profession to guarantee the competence of its members when it cannot determine who and how its members can be.

The next criterion refers to a regulatory code of ethics. Edinger feels we have accomplished this through the NEA code. The universal acceptance by all professionals is in question, as is the regulatory provision. It would appear that the key is not in the written code, but in the capacity of the profession to enforce the code. There is no doubt that all professions will seek to protect their own; that is a prime characteristic of a profession. However, there are acknowledged and public instances where a lawyer or a physician violated the professional code and was not permitted to practice for some period of time. It is difficult to find an analog in teaching. Not having such a code is one problem. Whether or not the profession has attempted to monitor its own ranks is another. There is so much variation in ways in which teachers and other professionals operate as to stagger any attempt to create a single, unified code of ethics. Yet, there are teachers who willfully and deliberately impose their views and prejudices on their students. Others willfully violate the law in actions such as conducting prayer in school. These behaviors are not ethical under any code. The public must know that members do adhere to an ethical standard more demanding than that for society in general.

Do we assume the responsibility for our professional acts and judgments? The issue of personal accountability is still a burning one. Arbuckle is quite critical in this regard. He charges that "Teachers appear to want the status of the

professional, but the level of responsibility of organized labor; the financial rewards of the professional, but the hours of organized labor; the security or union membership, but without the problems of tenure." As a profession, we have long resisted being held accountable for what students did, what schools did, or what school systems accomplished. It is difficult to expect status and recognition as a professional if, in the face of adversity, blame is scattered like a shotgun blast. While the profession does not have full control of the variables that shape a child's learning, one of its differentiations is that it exercises a quasi-monopoly on educating children. In return, the public expects results.

That we are paid a fee or salary according to need and status is a paradox. We are paid, probably not based on need, but certainly on status. Our history of poverty is still with us. Part of the salary or fee issue is that the profession opted for an undifferentiated fee structure. Perhaps the price is a fee based on mediocre performance. It is as probable that even in a public, fiscally dependent profession, the lay powers would pay well for the services of an acknowledged master. Can we presume that excellence in teaching, wherever found, is valued? If it is, how? If the secret to success is mediocrity, since excellence does not mean much than a warm glow, why work for warm glows? One can take it easier and drink a cup of coffee in the teacher's lounge. The truth is we have myriad instances of excellence in our profession. To differentiate rewards and incentives might communicate that some teachers do a better job than others. That we are paid according to status is real. It is also sad.

What issues shape the model? - an inquiry

The purpose of this section is to pose some issues that might help shape the emergence of a fresh model or guide some inquiry from which a model could be developed and strategies set forth.

To be a professional, one should possess a unique set of abilities (and skills) that are attained through rigorous training and practice. In order that this particular criterion be addressed, the following issues, among others, must be considered:

1. In any attempt to deal with these unique abilities, care must be taken that the focus be on characteristics of effective practice related to student achievement, and not at teachers, per se.
2. Among the skills teachers should possess is the capacity to model what "to be educated" means. Teachers must demonstrate such qualities as effective communication, professional demeanor, and a commitment to education, at least in their public professional lives.
3. Teachers must possess and practice generic teaching procedures known most likely to produce successful learning. Similarly, teachers must possess a cadre of unusual or particular skills to meet unusual learning situations.
4. In order that the profession can assure society that these abilities are indeed "in place", those who wish to enter the profession must demonstrate these abilities as

a precondition to full licensure.

There also exists a corollary to this unique set of abilities. A profession also possesses an integrated body of knowledge essential to effective practice. It is the theoretical base upon which practice is made effective, arrived at through rigorous scrutiny and investigation. Issues such as the following seem to emerge:

1. Much of our general knowledge base comes from the social sciences. As such, concepts, theories, and related elements need to be synthesized and tied to effective practice.
2. The issue of a knowledge base is more complex than it appears, for there is process knowledge (how learning occurs), content knowledge (subject area) and professional knowledge (how to make learning happen).
3. The essential elements of the knowledge base must be teased out, according to various teaching circumstances. It may be that teaching mathematics to one age group would require possessing more content than for a different age group. The essentials should be tiered, and appropriate mastery required for professional entry.
4. The knowledge base must include specialized elements to deal with different environments and circumstances. These differentials may well relate to economic status, race, geography, age, and previous schooling.

The nature of our client centeredness would appear to be without issue. However, while it may be our greatest professional

strength, it contains the seeds of our decline as well. As a profession that has caring as its nexus, we have attempted to do more and more with greater numbers, often in the face of fewer resources. We have constantly demonstrated that it makes little difference to deny resources; classes will still be met, and schooling will go on as before. To serve clients in a more professional way, these issues, among others, merit consideration:

1. The conditions for practice must be addressed. The entire treatment of class size, scope of responsibility, sense of personal/psychological safety, and adherence to standards of practice at least commensurate with other public professions is in order. It is all too characteristic for education to face overcrowded environments with malnourished resources in a non-stop manner, without relief.
2. There is a need for the profession to systematically raise the level of expectation for student performance. In the desire to help, we have lost sight of the vitality of self discipline as a condition for success. We expect not enough and too often accept less that adequate performance.
3. The mission of the institution must be reexamined and a new set of priorities determined. For the last several decades education has been the work horse for social change and hoped for amelioration. Given very finite resources and time, the professional ability to be all things to all clients is a misguided notion.

4. The profession must seek to exercise its caringness in a more objective manner. The needs of our clients are such that we cannot permit the disorder and lack of cohesiveness so readily perceived by our public. One can care and be demanding simultaneously. Often, these two qualities are companions, not adversaries. We must care more than enough to make our students become better as a consequence of their experience with us.

The relationship of association and licensure is a vital one, and complex as well. The complexity arises because of the proliferation of association, each with a special interest and political agenda. Complexity is extended by the reality that standards for entry and the conditions for preparation are set by political agencies (state departments of education) and/or narrower spectrums of the profession (higher education). In all liklihood, the political base will need to shift, not vanish. Similarly, who determines preparation will expand, not shrink. To find resolution, the following must be addressed:

1. The development of professional (and political) consensus must be resolved, so the determination of standards and practices can become inclusive to the profession. This implies standards for certification, and approval of programs of preparation. Fragmentation must be put one side.

2. The issue of control starts with determining what constitutes adequate preparation. At present, that control rests with state agencies and higher education.

In North Carolina, there are forty-three ways to reach certification. Consensus or commonality is accidental. If the profession is to monitor, it must help set the standards.

3. The issue of control is also meant to include licensure and/or certification, an extension of preparation. The profession must also be able to determine what constitutes a full professional. Like the issue of preparation, the political mechanisms between the profession, the state agency, and the state board must be resolved.

The issue of ethical conduct is both touchy and important. Its presence is a condition to restoring confidence. This is not intended as a narrow view of morality. At the center of these deliberations lie the resolutions to what are effective models, reasonable conduct, and the nature of commitment. For example:

1. The basic construct of ethics should set the conditions for excellence. The major purpose for such a code is to assure those outside the profession that those on the inside are doing what is expected of them. Thus, we must develop a comprehensive statement that will establish an encompassing commitment to excellence.
2. A code of ethics is of little value if nothing happens when the code is violated. If the code is to be regulatory, then WHO regulates is a most important issue, as well as what happens if a violation is discovered. A public must be able to know that

professional misconduct will be treated and not buried. The line that separates enforcing the code and "witch-hunting" must be equally clear and discernable to all.

With the issues of control and ethics established, attention can then be turned to the concerns for accountability. This too is a necessary condition for the restoration of confidence. If professional status is to be conferred, members must assume responsibility for acts conducted under professional practice. However, the fact that the profession controls few of the conditions that shape our clients, that we cannot select (or decline to select) our clients, and that we exist as a fiscally dependent profession all raise substantive concerns of how far accountability can be stretched. For example:

1. It must be made clear that a distinction exists between accountability for practice and accountability for outcomes. It is too easy and disarmingly characteristic to focus accountability on measureable results. The problem with such measures is that in their ease, they tend to ignore the qualitative dimensions of practice. Accountability, to be expected, must be within the practitioner's control.
2. Another dimension of accountability has to do with evaluation of performance. Again, it is tempting to use client outcomes: they are easy to see. However, evaluating professional practice is less easy, and open to interpretation. It becomes incumbent on practitioners and evaluators to view practice from the same vantage point, use of sound and correct pedagogy.

3. While accountability may be based on effective procedure, results cannot be disdained or ignored. It would be akin to the adage about the operation being a success, but the patient died. Results need to be factored into the determination of success and effect. It may be reasonable to differentiate levels of expectation for different clients, and perhaps issue some form of caveat for clients whose outcomes are highly unpredictable. Such a treatment might enable the practitioner to establish the circumstances for accountability in difficult client situations.

The issue of compensation for services rendered must not only fight a history of low pay, it must do so in somewhat stressful economic times. Status and accord are not solely based on fees, but they are factors for consideration. The nature of the compensation influences who comes into the applicant pool, who stays in, and, to some extent, how well the practitioners maintain their quest for excellence. The distress currently felt in competing for people in mathematics, sciences and industrial arts has something to do with the issue of compensation. In some instances, the starting fee is not the issue so much as the progression that follows. Recognizing fiscal dependence on several levels of governance, the fee structure needs to be examined.

1. A primary issue might relate to the undifferentiated nature of the salary schedule. It is difficult to project that all teachers at the same point in the

salary schedule are equally adequate and/or equally skilled. It is difficult for the public; and sometimes for practitioners. The lack of differentiation may provide security, but it also can promote complacency.

2. If we differentiate, how will that be done? Job description, conditions and circumstances, and/or demand, are but several options. From this view, the volatile issue of qualitative differences is avoided. However, volatile or not, the issues of performance-based compensation are omnipresent. The fact that "merit" exists in so many of the other professions makes its continued neglect even more difficult. Inherent in this treatment lies the dimensions of establishing some meaningful standards for excellence of practice.

3. In order to keep and attract quality practitioners, we need to provide opportunities to find careers in given segments of the profession. A quality teacher (or any other category of professional) should be able to stay in that professional context, should they choose, rather than leave it for purpose of promotion. Providing career ladders can enhance both morale and status, and pay.

4. The issue of fees must, in the final analysis, be elevated to a rational level. Within the realities of fiscal dependence, the fee structure must be competitive over time with comparable professions. This will be particularly important if the nature of preparation is

extended beyond the four-year baccalaureate degree. If we are to attract the best and brightest, we must improve a number of conditions, among them being salary.

What are some directions? - a projection

The factors that differentiate the profession need not be obstacles to an emerging model. It is not a prerequisite that education match up in all aspects. In fact, some of the traditions that differentiate are so deep-seated, they defy a prospectus for change. Control by a lay board is such an example. Other factors, such as continuing education, or tenure, are not so deeply entrenched. Of greater significance is the question: Are the eight criteria impossible for education to achieve? Not likely, but not without some difficulty and a large measure of professional discipline, and perhaps a fresh agenda of priorities. The politicizing that has resulted in a divided political base must yield to a consensus that has as its objective the professionalization of teaching. Currently, it appears that the eighth criterion is a singular focus. Certainly, the adequacy of a fee structure is crucial to the issue of status. Organizing, systematizing, and transmitting a body of knowledge (and skills) that effectively distinguish an educator from a non-educator is the centerpiece of professional practice, and should be made a lead item in the effort to achieve full professional stature.

The question of professional membership is a complex one. In the midst of proliferation emerges the need for several considerations to be treated. The membership must not be so restrictive to preclude practitioners who may not be classified

as classroom teachers. The profession includes all who practice the art and science of education. Therefore, an umbrella must be developed to include all practitioners. Since it is unlikely that such a consensus could be achieved on a national level, there must be a statewide impetus to create the organization of consequence. The legal counterpart might offer one possibility. The umbrella organization of consequence is the state bar association to which all who are attorneys, whether practitioners, scholars, teachers, etc., can belong. Another approach might be a representative council whose membership could consist of existing statewide professional associations. Such an organization could be developed in North Carolina, certainly to include those whose particular memberships include organizations of practitioners whose function it is to further the education at a statewide level.

It is no longer reasonable to practice the deception that the teacher must be the lowest professional rung of the career ladder. Nor is it reasonable to continue the charade that all teachers, by virtue of their certificates, are all qualitatively interchangeable. Gideonse tells us that he sees little differentiation within teaching roles and even fewer rewards given for high quality experience and performance. Further, it is not reasonable to force practitioners to leave their chosen area of practice to advance the profession. It should become a reality that one who is good in a particular role should have avenues to explore without changing basic role descriptions. The daring explorations in Charlotte, Tennessee, Houston, and others

are beacons for others searching for practical ways to break the stranglehold on sameness that has gripped the practitioner. It will further create ways to reward excellence without damaging the professional egos of those whose levels of skill and practice are in development or decline. Much of the reward structure relates to our knowledge of motivation and power if we define power as the ability to get things done. Growth is based on opportunity; opportunity motivates people to become engaged and seek commitments. Lack of opportunity tends to lower expectations and promotes a sense of being stuck. Those who see the opportunity to excel seize it, and are recognized for achievement, and appear to have more flexibility, autonomy, and opportunity. They act is if they deserve more, and usually get it. Clarifying paths to excellence, increasing participation and responsibility, and attending to those activities that make professional practice satisfying are high probability motivators. When (and if) such developments occur, it will require some creative ways to break out of the single salary schedule model. While merit pay is one option, it is a flammable one. Indexing above the salary schedule, supplements, or even extended salary schedules may provide less heated directions for exploration.

The concept of granting the profession greater participation in the licensure structure is certainly within the bounds of possible even given the reality of lay board control. A crucial distinction need to be made. Professional "control" of licensure does not carry with it control of employment, necessarily. The profession can be instrumental in setting standards for certification, in creating the specifications for a licensing

examination, or in determining the efficacy of a particular preparation program. Such involvement would indeed meet the criterion, at least as far as our constraints would permit. This would not necessarily mean professional approval of who will teach, but who will be permitted to practice. Such a dichotomy is not only likely, but reasonable. Should an umbrella council become a reality, it could be expected that a Professional Standards and Practices Commission might emerge, whose purposes might include recommending standards for admission to the profession, to pose conditions for initial and continuing licensure, to receive and pass on accreditation reports, and to act as an appeals board prior to State Board determination. The NEA's "Model Teacher Standards and Licensure Act" might be a good point of departure. In no way should any of those procedures guarantee employment, either initial or continuing, to anyone. Those decisions rest with local boards of education, as they should be.

That same commission would need to address an additional concern regarding teacher preparation and the standards implied therein. The profession must have a major hand in these standards. At issue here are the criteria for admission, the determination for program dimensions, and the basic model for delivery.

It is no real secret that a large number of leaders in the area of professional preparation argue forcefully for a different preparation model. At the heart of the model is the transmission of the professional culture Howsam postulates. The

four strands of general culture, special scholarship, professional studies, and technical skills, are particularly appropriate. To accomplish this with a sense of adequacy for an increasingly complex society in four years is impossible. What are called extended programs should likely emerge as the model of preference; a five or even six year preparation is not out of reason. This will enable the profession to exercise greater control of the content of the preparation process. Tied closely is the reality that the recruitment and retention of high quality students is as important as what they are taught. Raising standards, political dynamite for many institutions who live and die by FTE's, will initially reduce the pool of candidates. It should become more attractive in that selectivity tends to breed attractiveness. Cogent and politically sound preparation models must emerge, hopefully through collaboration among the various agencies that make the profession.

Professional adherence to and acceptance of a single regulatory code of ethics is certainly no lightweight issue. If it is to be regulatory, some body will have to have the authority to receive concerns of ethical misconduct and to make judgements or recommendations. Thus, several critical issues emerge: the content of such a code to encompass all practitioners; the determination of who (or what) will be charged with regulating and enforcing the code; and, what regulatory powers should such an entity possess. It must be noted, however, that a universally accepted code might be substantially different from our current standards. The battle lines might be drawn as much over territoriality of ideas as content itself. Language problems can

be solved over time.

Any discussion of tenure might be a moot point. It is also essentially an employment rather than a professional issue. It also may be a lower priority issue than some others. Under current North Carolina statute, there are at least fourteen ways in which a teacher can be dismissed. The issue may rest more with implementation than the law. The questions of prejudicial firings need to be addressed. Does a teacher subject to being dismissed under existing tenure law lose any real or procedural rights with a fixed term contract and a statutory guarantee of due process? In any event, being dismissed does not correspondingly mean loss of professional status. Losing one's job does not mean losing one's certificate or eligibility for other employment. It is at the political level that tenure is a concern. Professionally, it might be a possible albatross that could be traded in the political arena for some other considerations.

Of greater concern is the pulling together of a comprehensive body of knowledge based on sound theory and rigorous practice. Despite the diversity that marks the whole of education, there must be a core of knowledge, skills, attitudes, and behaviors that, if possessed, will distinguish those individuals and advance the cause of professional practice and public opinion. It would certainly seen reasonable to describe those settings in which the mission of the profession is optimized, just as there are certain behaviors known to most likely result in negative consequences. We can be assured, for

instance, that the practice of providing immediate feedback is effective in increasing learning. We know that people who are affected by decisions and who help shape them are more inclined to support them. Similarly, we can be relatively assured that negative expectations will generate negative behaviors. There is a body of knowledge and a series of practices that work, if not invariably, then with a high degree of possibility. There are few certainties, even in medicine. If we can describe the conditions for learning, we should be able to create environments whose elements are tested to produce positive results.

The recent impetus to bring current research findings into practice and tease out the common denominators is crucial. Use of research findings is abysmally low and must be elevated. One of the possible modes might be to secure R&D funds for this purpose, not just at the state level, but through a consortium of national stature. A body such as NIE or ERS or ECS should be prompted to spearhead such as effort, with each state contributing resources to this effort. It is not a short term endeavor.

Finally, the issue of accountability must be accepted. Part of this acceptance has to do with the assurances that the profession be more certain that its practitioners possess the necessary skills and learnings. We can be more accountable if we can control more of the variables. Much relates to our knowing what constitutes good practice. It is entirely reasonable to expect a practitioner to conduct effective practice. That is, in the vernacular, the bottom line. Of more serious concern is to be accountable for the consequences of our practice. To do the

right things is one part; to effect a change is another. We must be able to know why a particular effect did not occur. It is true an attorney cannot control a jury's verdict, or a surgeon a patient's bodily conditions. However, attorneys who seldom win or surgeons who seldom heal will soon fade into the professional woodwork. The educational practitioner must be willing to assume some responsibility for what the client takes from the interaction, or at least to know why that responsibility should be mitigated. Teachers who use "approved" methodologies to no avail will have to be willing to explore other possibilities, perhaps with caveats attached.

Then, with a systematic body of knowledge and some professional control of professional standards, and entry, the profession should be willing to monitor professional practice. The Code of Ethics will also be a positive force in this process. Accountability has long been associated with an ability to control some aspects of what one is accountable for. And, with career ladders in place, excellence can be recognized and rewarded. The question of monitoring is more involved with the efficacy of professional practice. It is not envisioned that teachers will appraise or evaluate, in that formal a sense. Rather, the profession must work to eradicate practices that keep professional stature mired in quagmires of discontent.

Is such a model politically possible? It may have to be. The status quo is only marginally tolerable. A return to past glories is impossible. The best hope for those who drive our industry's mechanisms will be increasing collaboration among

competing groups to develop a rational model. It will take a generation of effort. Those of us working toward this rationale may see its formulation as we retire. But it can happen. Many trial balloons will be sent aloft, many will never get too high, others will be shot down. There can be several, whose strings, if tied together, can lift the stature of the profession to new heights.

REFERENCES

1. AACTE, A Profession - Now or Never! Proceedings of the Twenty-eighth Annual Meeting, Yearbook, 1976.

2. Arbuckle, Douglas, "Professional or Technician." The Clearning House (Vol. 42, No. 1): September, 1967.

3. Bucher, Rue and Stelling, Joan, "Four Characteristics of Professional Organizations." Colleagues in Organization.

4. Cremin, Lawrence A, "The Education of the Educating Profession," The Knowledge Base for the Preparation of Education Personnel. AACTE, 1978 Yearbook.

5. Edinger, Lois V., "The Challenge of Professionalization." High School Journal, January, 1968.

6. Gideonse, Henrick D., "The Necessary Revolution in Teacher Education," Phi Delta Kappan. Vol. 64: No. 1. September, 1982.

7. Ginzberg, Eli, "The Professionalization of the U.S. Labor Force," Scientific American. Vol. 240:3, March 1979.

8. Goldman, Alan H. The Moral Foundations of Professional Ethics. Rorman and Littlefield, 1980.

9. Goodlad, John I., "Let's Get on with the Reconstruction," PDK. Vol. 64: No. 1, September, 1982.

10. Horvat, John J., "The Nature of Teacher Power and Teacher Attitudes towards Certain Aspects of This Power," National Institute for the Study of Change, Indiana University, April, 1968.

11. Hottleman, Girard D., "The Case for the Study of Organizations in the Education of Teachers: An Organizer's View," Perspectives on Organizations, AACTE and OTE, 1977.

12. Howsam, Robert B., et al., Educating a Profession, AACTE, 1976.

13. Kanter, Rosabeth Moss, "Career Growth and Organization Power: Issues for Educational Management in the 1980s," Teachers College Record, Vol. 83, No. 4, Summer, 1981.

14. Kerr, Steven, et al., "Issues in the Study of 'Professionals' in Organizations: The Case of Scientists and Engineers," Organizational Behavior and Human Performance, Vol. 18, 1977.

15. Lortie, Dan C., "The Anomalies and Three Perspectives: Some Observations on School Organization," Perspectives on Organizations, AACTE and OTE, 1977.

16. McGlothan, William J., The Professional Schools, Center for Applied Research in Education, 1964.

17. McKeachie, Wilbert J., "Perspectives from Psychology: Financial Incentives are Ineffective for Faculty," What Motivates Academic Behavior?

18. Smith, Ralph A., "On the Third Realm: Pedagogical Price-Notes on Professionalism," Journal of Aesthetic Education (Vol. 13, No. 2): April, 1979.

19. Stimett, T. M., The Profession of Teaching, Center for Applied Research in Education, 1962.

20. Welsh, Catherine A. C., et al., "The Need for Teachers to Professionalize," The Clearing House (Vol. 57, No. 9): May, 1978.

21. Vollmer, Howard M. and Mills, Donald L., Ed. Professionalization. Prentice-Hall, 1966.

22. Wolfe, Alan, "The Perks of Professionalism," Change (Vol. 2, No. 5): September, 1970.